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QUESTIONNAIRE ON PROMOTION.

Answers to the questionnaires should be sent to

CHARLES S. HARTWELL,
473 Madison St., Brooklyn, N. Y.

DEAR SIR:

President Charles W. Eliot, of Harvard University, as quoted in Superintendent William H. Maxwell's Seventh Annual Report to the Board of Education of New York City, at page 221, has adequately stated the position of those who demand greater flexibility in requirements for promotion, as follows:

"We have reaped now in the public-school system all the benefits of system and uniformity, and it is high time to superinduce in the American school the opposite benefits of flexibility and variety."

1. In your schools is there much flexibility and variety?
2. Do you promote your students by subjects or by grades?
3. Do you make a student who has failed in some of the work of the grade take all the work of the grade again?
4. Do your schools take care of the individual student's needs in any way?
5. Do you think each student should be advanced as rapidly as his ability will permit without reference to his fellows?

If not, why not?

6. Should the brilliant student be kept back with the dull student?

If so, why?

7. Should a student be given extra credit for superior work?

If so, on what basis?

8. Would individual programmes result in greater interest and a better quality of work?

9. Do you regard the quality or the quantity of a student's work more important?

10. Would an advantage given to a bright student discourage or injure a dull one?

11. Under a flexible scheme would a precocious student be prepared for life too young?

12. Should the brilliant student take more or less work than the dull student?

13. Would the flexible plan help to do away with the mechanical teacher?

14. Would it be just as practicable to maintain the flexible individual plan in a large school, where the working force is greater, as in a small school?

15. Do you favor the advancement by subject plan?

If not, what are your objections to it?

16. Do you know of a better plan?

If so, what is it?

17. Would you like to have this topic discussed at an early N. E. A. meeting?

18. What proportion of the pupils that leave your school or schools are recruited from those who are compelled to repeat tasks once satisfactorily done?

19. What percentage of "left back" or "left down" pupils are promoted the following term?

20. Do you approve the following Rules 1 and 2 of the New York City Board of Education, in force since May 3, 1904, the rescinding of which is now generally desired?

"No student shall be promoted from the first term to the second or from the second term to the third, whose conditions aggregate ten (10) hours (periods) in subjects requiring preparation.

"No student shall be promoted from the third term to the fourth, or from the fourth term to the fifth, or from the fifth term to the sixth, whose conditions aggregate nine (9) hours, or if he be conditioned in three subjects requiring preparation."

21. Do you approve the following rule proposed last January by the Board of Superintendents in New York City?

"Promotion shall be made by subjects. A student shall be considered to have satisfactorily completed a subject prescribed in any term when he has attained a mark of 60 per cent. and shall thereupon be promoted in such subject."

If not, will you say why not?

22. Are you willing to be quoted as holding the views expressed in your answers to above questions?

If unwilling to be quoted, will you not kindly still give the writer the benefit of your convictions and experience on this important subject? Your wishes will be respected.

You will confer a personal favor by returning this sheet, with answers in the spaces left for them, or numbered like the questions and placed on a separate sheet, and you are especially requested to sign your name, school position, and address.

If circumstances make it impossible for you to fill out these blanks, you will confer a great favor by handing them to some one who may answer.

Please mail as soon as convenient.

Answered by

Position

P. O. Address

DEAR SIR:

The second report of the Committee of the Associated Harvard Clubs on the question of establishing at Harvard a three-year course for the degree of A.B. (which was submitted at the tenth annual meeting, held at Chicago, Ill., May 26, 1906, and may be secured by sending a request with a two-cent stamp for postage to Rome G. Brown, 1006 Guaranty Building, Minneapolis, Minn.) proposes an undisguised three-year college course.

"Economy in Education," an article in the *Educational Review* for September, 1905, discusses the advantages of rearranging all our quadrennial courses in triennial groups.

"Should the twelve-year course of study be equally divided between the elementary school and the secondary school?" This subject was ably discussed

by Dr. E. W. Lyttle at the latest meeting of the N. E. A., as may be found by referring to page 428 of the *Proceedings* of the National Educational Association for 1905.

In pursuing this line of thought many interesting questions arise, some of which are respectfully submitted to the consideration of a selected list of active members of the N. E. A., in the hope that the answers received may be used in the interest of education, and the co-operation of each recipient is earnestly requested to secure the best answers possible.

Will you not kindly return this blank with the spaces filled and your signature attached, or write me a personal letter expressing even more fully your experience and convictions along these lines? Even should you decline to give me the privilege of quoting from your answers to the numbered questions, I shall be grateful to know what you think.

Plan A—Present System:

Primary School4 years
Grammar School4 years
High School4 years
College4 years

A Liberal Education16 years

Plan B—Proposed System:

Primary School3 years
Intermediate School ...3 years
Grammar School3 years
High School3 years
College3 years

A Liberal Education ...15 years

1. Do you think Plan B is an improvement on Plan A?
2. Do you think it worth while to save this year before professional study is begun?
3. Do you think the transitions in B easier than in A?
4. Would the year added to the pre-high-school period discourage more students from finishing to that point?
5. Would this additional year provide departmental study for many who do not enter high school?
6. Would you favor departmental teaching throughout the three years of the grammar school under Plan B, at least in large cities?
7. Would the nine years from the age of six till that of fifteen be too long for the period of compulsory education?
8. Would Plan B prevent many from dropping out of high school during the first year?
9. With the high-school course reduced to three years, would more students complete it?
10. Under Plan B do you think more students would go to college?
11. Which plan is prevalent in your schools?
12. What proportion of your students go to high school?
13. What proportion drop out of high school during the first year?
14. What proportion go to college?
15. Do you think the divisions in B would be easier to manage than those in A?
16. Under B could students in case of necessity discontinue their work at more convenient stages than under A?

17. Is the tendency in your community to shorten the period of preparation for life?

18. Would students under B be crowded by too much work?

19. Would the triennial period system be better for flexible advancement by subject?

20. Do you think the proposed shortening of the high-school and college courses to three years each would take anything indispensable from them, or cheapen them?

21. What objections have you to Plan B?

Answered by

Position

P. O. Address